

Behavioral Science Sample Activities*

Standard: The adult learner uses and applies social studies concepts in a variety of situations.

	Family	Workplace	Community
Pre-Literacy	Students describe emotions and what to do to feel better when they are in a bad mood. <i>Writing PL B-2</i>	Students discuss how to get along with difficult people. Why are people difficult?	Students discuss how one may act differently at other times and places.
ABE I	Students compare family members basic attitudes toward life; what determines attitude <i>Reading AEE I B-2, 3</i>	Students describe what makes pleasant working conditions. <i>Writing ABE II B-1</i>	Students discuss what attributes make a good role model, and describes their role models and how they have influenced them. <i>Writing ABE II B-1, 3</i>
ABE II	From a list of personality types, students identify traits and discuss with classmates different types and how/why one got to be like he/she is. <i>Reading ABE II B-5</i>	Students discuss what common values and beliefs they share with co-workers. Students collect company vision and mission statements from classmates. What do they have in common? What do they show about the people who work there? <i>Reading ABE II C-1</i>	Students list the clubs and organizations class members belong to (PTA, church, soccer, little league, block watch, etc.) What do these groups have in common? Who joins? Why? <i>Math ABE II C-1A</i>
ABE III	Students discuss how family values affect one's behavior. (church, education, work habits) Students compare values to those of a classmate – how are they different? <i>Reading ABE III B-4</i>	Students select a group at work: (union, lunch group, shipping dept. etc.) Students discuss what the people in that group show in the way of norms, values and beliefs. Does that affect their behavior? <i>Reading ABE III C-1</i>	Students discuss why people live in the neighborhoods they do. What would students like to change about their neighborhood? Compare students neighborhoods with previous one or with a classmate's. <i>Writing ABE III B-2</i>
ASE I/GED	Students discuss famous psychologists theories of personality development. (Adler, Maslow, Freud, Skinner). Students identify theory or components that agree with his/her observation of self and others. Give examples. <i>Writing ASE I B-2</i>	Students chart the increase in population of their community over the last 50 years. Why do people populate a particular area? <i>Math ASE I B-1, 2</i>	Students write an essay or stage a debate discussing the advantages and disadvantages of rural, urban and suburban communities. <i>Writing ASE I B-1</i>
ASE II	Students answer the following questions to help derive a personal mission statement: “What have been some of my greatest moments of happiness and fulfillment?”	Students discuss what activities they most enjoy in professional life? Least enjoy? What are the activities of most worth in their personal life? Least worth? What talents or capacities do they have or want to have? What steps must they take to get those they want?	Students discuss how they can best contribute to their community? <i>Writing ASE II B-1</i>

Economics Sample Activities*

	Family	Workplace	Community
Pre-Literacy	Students provided with scenario that requires a choice between buying gas for their car or taking a friend out for pizza. Students defend choices. <i>Reading ABE I B-6</i>	Students name the type and number of teaching-related products that the instructor uses in a class session to produce a lesson. <i>Writing PL B-2</i>	Students discuss what valuable resources they could offer a neighbor in exchange for babysitting so that they could come to class. Illustrate other barter interactions. <i>Reading ABE I B-4</i>
ABE I	Students think of at least two reasons why people in some less developed countries might want to have large families. Research population growth and poverty rates for various countries via the internet. <i>Reading ABE I B-2</i>	Students illustrate the circular flow model within a community beginning with an employer paying wages to the employee in exchange for her/his labor. Depict how money may eventually flow back to the employer through the employee's purchases or payments. <i>Math ABE I B</i>	As a classroom exercise students arbitrarily create a five product barter economy. Students map out how many exchange transactions each person would have to engage in to complete the assortment of goods he/she desires. Contrast this with a currency-based system. <i>Math ABE I B-1</i>
ABE II	Students discuss the variety of breakfast cereal choices available. They decide on product categories that most clearly differentiate their choices (hot/cold, kid/adult, boxed/bagged, store brand/national). Students observe and record the number of each category of cereal available where they shop. Students compare and contrast the results of their observations; discuss possible reasons for the differences. <i>Math ABE II B</i>	Students list the occupations held by their grandparents, parents, themselves and their siblings. As a class, they categorize these occupations as agricultural, industrial, services or technological in orientation. For each generation, they determine the percentage of individuals whose occupations fall into each category. Develop pie charts. Discuss class results and their implications. Use the Internet to research shifts in the distribution of occupational categories over the last 150 years. <i>Math ABE II B</i>	Through the Internet, students are provided with data on the median annual incomes in Arizona by gender, ethnicity, education level, etc. over the last 30 years. Students generate bar charts to compare the data. Discuss the potential causes of differences between demographic categories; discuss any observed trends. <i>Math ASE I B-3</i>
ABE III	Students role-play buyers and sellers in two car dealerships, one with a fixed price policy and the other which negotiates the price. Students discuss the advantages and disadvantages of each method. <i>Reading ASE I B-6</i>	Students interview at least six other employed people to determine what benefits their employers offer (health insurance, tuition reimbursement, etc.) They ask each respondent what effect each benefit has on his loyalty and satisfaction with that job. <i>Reading ASE I B</i>	Students compose a letter to a local official requesting information about resources and incentives offered to foster the creation of small businesses in the local community. <i>Writing ASE II B-3</i>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ASE I/GED	<p>Economics/applied math exercise:</p> <ul style="list-style-type: none"> • Students compute simple interest on a credit card balance of \$ 2000 @ 13.5% for one year. • Students compute compound interest (compounded monthly) for the same period. • Students determine what is beneficial to the consumer vs. the lender. • Students discuss “hidden fees” such as late charges and separate interest rates for cash advances etc. <p><i>Math ASE I C</i></p>	<p>Students read personal narratives regarding life in the Great Depression (excerpts from Studs Terkel’s book <i>Hard Times</i>). On the basis of such a narration, students discuss the economic and non-economic effects of unemployment.</p> <p><i>Reading ASE I C-1</i></p>	<p>Students use the Internet to locate data on federal budgets over the last 50 years. Discuss the relationship between the distribution of federal expenditures and the political party affiliations of various administrators.</p> <p><i>Math ASE I A-3</i></p>
ASE II	<p>Students distribute pamphlets defining and describing the benefits and risks of various financial instruments. Alternatively, invite a representative from a financial institution to speak to the class about various investment instruments they provide.</p> <p><i>Reading ASE I B-8</i></p>	<p>Students list countries of origin for selected household items. Students discuss the impact of foreign made articles on the American worker.</p> <p><i>Reading ASE II B-1,5</i></p>	<p>Students determine the number, type and structure of taxes paid by individual residents. Compile data by student’s home communities; classify these taxes as progressive, proportionate and regressive.</p> <p><i>Math ASE I B-1</i></p>

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Geography Sample Activities*

	Family	Workplace	Community
Pre-Literacy	<p>Students:</p> <ul style="list-style-type: none"> • Give directions to family member from home to school/store • List relatives and where they were born, finding those locations on a map • Play “Simon Says” using directional words and phrases <p><i>Reading PL B-1</i></p>	<p>Students give directions from front door to work station.</p> <p><i>Reading PL B-1</i></p>	<p>Students collect maps of community and compare older ones to newer ones.</p> <p>Students survey classmates as to where their parents were born and locates these places on a map.</p> <p><i>Math PL B-1a</i></p>
ABE I	<p>Students draw floor plan of home.</p> <p>Students locate the same point on several different maps and a globe (state, country, world).</p> <p><i>Math ABE I E-1</i></p>	<p>Students draw floor plan of work place including escape routes in case of fire or other emergency.</p> <p><i>Reading ABE I B-2,3</i></p>	<p>Students discuss natural resources (e.g., water) and how their availability affects a community.</p> <p>Students discuss the topography of Arizona, locate physical features on a map, and use map key to calculate distance and elevation.</p> <p><i>Math ABE II E-2, 5</i></p>
ABE II	<p>Students draw a map of their neighborhood using symbols for stores, parks, churches, hospitals, homes, etc.</p> <p>Students use the phone book to look up names and addresses of friends.</p> <p><i>Reading ABE II B-6</i></p>	<p>Students identify which materials in the workplace can be conserved, reused, and recycled and what natural resources will be conserved as a result.</p> <p>Students use the phone book to look up names and addresses of potential employers.</p> <p><i>Reading ABE B-4,5,6</i></p>	<p>Using a map of one’s town, students calculate the distance from home to school, both on major roads and as the crow flies, using the scale of the map.</p> <p><i>Math ABE III E-1a, 2d</i></p> <p>Students use the phone book to look up names and addresses of community services or locations.</p> <p><i>Reading ABE II B-6</i></p>
ABE III	<p>Using a map of Arizona, students plan alternative routes from home to a favorite vacation area for speed or arrival, most scenic, most availability of gas stations, etc.</p> <p><i>Math ABE III B-1c</i></p>	<p>Observing a map of Phoenix, Tucson, Flagstaff and/or Arizona, students identify the natural and man-made features that allow business/homes to exist in one area and not another.</p> <p><i>Math ABE III B-1b, c</i></p>	<p>Recognizing that the population of Phoenix, Tucson, Flagstaff (or their town) is growing, students describe the causes and effects of the migration of people to the area.</p> <p><i>Writing ASE I B-2</i></p>

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ASE I/GED	<p>After World War II, Japanese families raised flowers for the florist market along Baseline Road in Phoenix. Students discuss why they and other farmers (cotton) are no longer producing these products in the same quantities.</p> <p><i>Writing ASE I B-2</i></p>	<p>On a map of the world, students pinpoint where different products used in the workplace originated.</p> <p><i>Reading ASE I B-5</i></p>	<p>Students discuss the ethnic composition of their neighborhood. Who lives there; where did they come from; why did they come? What situation in their home country caused them to relocate?</p> <p><i>Writing ASE I B-2</i></p> <p>Students plot distances using longitude and latitude to locate distant places.</p> <p><i>Math ASE I D-1d</i></p>
ASE II	<p>Students discuss how geography has influenced their family and its history and why they live where they do now.</p> <p><i>Reading ASE II B-1,3</i></p> <p><i>Writing ASE I B-3</i></p>	<p>Students give an example of former resource management (burning of crop residue, burying chemical wastes/trash, mining without reclamation, use of chemical fertilizers and pesticides). Students discuss why these practices are no longer allowed and the costs to the producer and consumer.</p> <p><i>Writing ASE II B-3</i></p>	<p>Students draw a map of their neighborhood to scale and color codes for land use (residential, commercial, park).</p> <p><i>Math ASE I B-1</i></p>

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Political Science and Civics Sample Activities*

	Family	Workplace	Community
Pre-Literacy	Students describe where one's family came from; why they came to the US and notes different beliefs, traditions, foods, etc. <i>Writing PL B-2</i>	Students describe the rules and regulations at the place they works: Who makes the rules? What happens if one breaks the rules? Can the rules be changed? Who changes them? <i>Writing ABE II B-1</i>	Students describe the neighborhood in which they lives. What ethnic groups live there? <i>Writing ABE II B-1</i>
ABE I	Students discuss how decisions are made in family groups; compare and contrast with how decisions were made when they were growing up. <i>Reading ABE II B-1,5</i>	Students describe the management/supervision structure at place of work. <i>Reading ABE I B-3</i>	Students list the major politicians in the local state and national government. <i>Reading ABE I B-1, 7</i> <i>Writing PL B-2, Writing ABE II B-1</i>
ABE II	Students discuss <i>Patients Bill of Rights</i> ; write a paragraph describing how it could change their lives. <i>Writing ABE I B-6</i>	Students write a paragraph discussing work values: How are they different from colonial times? How would the workplace be different without the <i>Bill of Rights</i> ? <i>Writing ABE III B-2, ABEII B-3</i>	Students write a " <i>Bill of Rights</i> " for today in their city and neighborhood, discuss what should be included. <i>Writing ABE I B-1</i>
ABE III	Students discuss the Bill of Rights, and write a paragraph for each describing which, in their opinion, is the most important, least important. <i>Writing ASE I B-2</i>	Students compare and contrast the students' work environment with that of the roles of Federal, State and Local government: What specific types of laws affect them? <i>Reading ASE I B-2</i>	Students design a referendum or initiative; investigate the process; create a flow chart showing the process. Students discuss potential positive and negative aspects. <i>Writing ASE I B-2</i>
ASE I/GED	Students investigate sales tax issues, who taxes what? At what level? (State vs. federal) <i>Writing ASE II B-1</i>	Students research what regulations are imposed at their place of work: Where did they come from- local, state or federal? Students create a table showing these regulations. <i>Writing ASE II B-1</i>	Students are polled to see if they vote. Students discuss the importance of voting. Students write a persuasive essay for or against voting. Instructor invites a lawyer to speak about the <i>Constitution</i> and the amendments in regards to law. <i>Writing ASE I B-1 Math ASE I B-2</i>
ASE II	Students investigate how the duties of parenting are similar to the <i>Constitution</i> and the <i>Bill of Rights</i> . <i>Writing ASE I B-2</i>	Students compare and contrast the struggle of unions to the struggle for voting rights by African Americans, Native Americans and women: Who helped? Who hindered? <i>Reading ASE C-2</i>	Students conduct a mock election; students campaign for positions. Instructor arranges for an elected official to talk about campaigning and public offices. <i>Writing ASE B-1, Math ASE B-2</i>

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History Sample Activities*

	Family	Workplace	Community
Pre-Literacy	<p>Students list in priority order all the modern conveniences important to families; how would their elimination affect families' lives? <i>Writing PL B-2</i></p> <p>Students tell about family members from other generations who had an interesting personal experience. Tell what they did and why. <i>Writing ABE II – B-1, 2, 3</i></p>	<p>Students tell about conveniences important to a workplace; how would their elimination affect products or services? <i>Reading ABE I B-5</i></p> <p>Students tell about work experiences that show how people's differing motivations can come into conflict. <i>Reading ABE I B-2</i></p>	<p>Students discuss favorite leisure-time activities, and talk about what local businesses have arisen because people have more leisure time. <i>Reading ABE I B-2</i></p> <p>Students tell about a local "hero" or admirable person, what he/she did and why. What about a non-admirable person? <i>Reading ABE I B-7</i></p>
ABE I	<p>Students take a trip to a local museum, see a video, or listen to a speaker on early Native American culture in Arizona. Students list contributions from ancient cultures still in use in the home. <i>Writing ABE II B-5</i></p> <p>Students share a family heirloom, picture or other object and explains the story behind it. <i>Reading ABE II B-6</i></p>	<p>Students take a trip to a local museum, see a video, or listen to a speaker on early Native American culture in Arizona. Students list contributions from ancient cultures still in use in the workplace. <i>Writing ABE II B-1,5</i></p> <p>Students arrange old news clippings and historical pictures from local businesses on a timeline, noting differences and similarities. <i>Reading ABE II B-6</i></p>	<p>Students study local street and building murals; compare and contrast their purpose to ancient Arizona petroglyphs. <i>Reading ABE II B-5</i></p> <p>Students use the telephone book and personal observation to research names of local buildings and streets named from famous people. <i>Reading ABE I B-3</i></p>
ABE II	<p>Students analyze how spectator sports and sports heroes today are an outgrowth of early empires' notions of heroism (Roman charioteers, Greek athletes). <i>Writing ABE III B-2 Reading ABE II B-4</i></p> <p>Students describe the experience of moving to a new country, either through personal experience or by interviewing others. <i>Writing ABE III B-3</i></p>	<p>Students compare and contrast the qualities of an "effective" business leader today with one in the early 1900's. <i>Reading ABE I B-4</i></p> <p>As a worker in the needle trades in the early 1900s, students write a letter to family telling them about work life in the sweatshop. <i>Writing ABE III B-3</i></p>	<p>Students examine clothing worn by persons of power (military, religious, royalty, politics, business), and identify the indicators of that power. <i>Reading ABE III B-6</i></p> <p>Students read the latest census chart and graphs the ethnic groups and religions represented by the people of the community. Instructor invites a speaker or historian to speak on why they immigrated, how they acclimated, etc. <i>Math ABE III B-1</i></p>

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ABE III	<p>Students analyze the types and effects of financial stressors on today's families; predict how these might change if the United States had a depression or high inflation. <i>Math ASE I B-1</i></p> <p>Students list ways in which early settlers bartered for good and services and discuss how families use bartering today. <i>Writing ABE II B-1</i></p>	<p>Students research the Social Security System; explain how it works for retirement, disability, and death benefits; how it is shown on a pay stub. Students write to Social Security Administration to find out what their estimated retirement income would be. <i>Writing ASE II B-1</i></p> <p>Students research the goods and geography of United States trade in the 1800s, 1900s, and today, and analyze the differences. <i>Writing ASE II B-1</i></p>	<p>Students construct interview questions to ask a person about how life in the community changed during the depression and then conduct the interview. <i>Writing ASE II B-1</i></p> <p>Students graph the growth of colonial cities' populations (e.g., Boston, New York) from colonial times to present. Students compare to the growth of Arizona cities from their founding to the present and discuss what historical factors account for the population changes and shifts. <i>Math ABE III B-1</i></p>
ASE I/GED	<p>Students research local news articles from World War II, Korean War and/or Vietnam War to gather evidence of effects on families. <i>Reading ASE I B-7</i></p> <p>Students compare and contrast personal philosophies of Martin Luther King (<i>I Have a Dream</i>) and Malcolm X (<i>The Ballot or the Bullet</i>). Students imagine living then and discuss which parts of the speeches they would agree with most <i>Reading ASE I B-8</i></p> <p>Students design a collage to illustrate how the Bill of Rights impacts or has impacted their lives. Share with the class. <i>Reading ASE I B-8</i></p>	<p>Students research and report on how World War II affected labor availability in the local area, especially male-traditional jobs that were taken over by women. <i>Reading ASE I B-7</i></p> <p>As a European industrialist in Africa, students write a letter to the news editor or draw a "muckraking" political cartoon persuading as to the benefits of colonialism for African people. <i>Writing ASE I B-1</i></p> <p>Students discuss how the labor struggle and boycott led by Cesar Chavez related philosophically to both the American and Mexican Revolutions (<i>3/1/66 Speech to Striking Grape Workers</i>). Students describe what Constitutional principles formed the foundation of the US Labor Movement. <i>Reading ASE I B-2</i></p>	<p>Students research the construction of and acquisition of items for the USS Arizona War Memorial at the Arizona State Capitol, (and other local war memorials) and analyze the importance of such symbols to the community. <i>Writing ASE I B-2</i></p> <p>Students read the United Nations Declaration of Human Rights and debate the current United States policy of sending military troops into third world countries to protect human rights. <i>Reading ASE I B-5,6</i></p> <p>Students summarize the landmark Supreme Court case <i>Brown v. Board of Education</i> and apply the Constitution and a historical perspective to tell how students would have voted as Supreme Court members <i>Reading ASE I B-5,6</i></p>

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ASE II	<p>Students interpret the words of “life, liberty and the pursuit of happiness” in terms of one’s personal rights and responsibilities to family, friends and community. <i>Writing ASE II B-3</i></p> <p>Students write sympathetic responses to the poetry and prose on the Israeli-Palestinian issue (<i>After the First Rain? Israeli Poems on War & Peace</i> and <i>Memory for Forgetfulness: August Beirut</i>). <i>Reading ASE II C-6</i></p>	<p>Students explain how the early American concept of Manifest Destiny was not viewed as a violation of the rights of Native Americans and its direct link to the current issue of Native American poverty and unemployment. Instructor invites a tribal representative to speak on the success/benefits of Indian gaming and the growth of on-reservation business enterprises. <i>Reading ASE I B-5</i></p> <p>Students research and create a map showing the manufacturing locations of the largest United States multi-national corporations (i.e., Ford, Coke, Motorola, etc.) Students report on whether any large Arizona corporations manufacture outside of the United States. Students discuss whether this takes jobs away from citizens.</p>	<p>Students research the life and art of Vincent Van Gogh, particularly how he may have been mentally ill and thus viewed as “different” by society (expressed in the lyrics to <i>Vincent</i> by Don McLean). Students describe if it is possible to change people’s prejudices about people with disabilities or who are “different” in other ways. Students discuss how the local community can insure that people with disabilities achieve full equality. <i>Writing ASE II B-1</i></p> <p>Students compare and contrast the reasons for the fall of Rome to the breaking apart of the Soviet Union in 1991.</p>
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